

 普通高等教育“十一五”国家级规划教材

21 English 世纪大学英语 for Interactive Purposes

汪榕培 石坚 邹申 ◆ 总主编

应用型 自主练习 **3**

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English 世纪大学英语 for Interactive Purposes

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总序

教育部于2007年出版的《大学英语课程教学要求》(以下简称《课程要求》)是指导我国大学英语教学的一个纲领性文件。《课程要求》对大学英语教学的定位是:“大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系。”大学英语的教学目标是“培养学生的英语综合应用能力,……同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。”

鉴于我国幅员辽阔,地区与地区之间、高校与高校之间客观上存在较大差异,《课程要求》提出了“分类指导、因材施教”的原则。其具体体现为大学英语教学分为三个层次:一般要求、较高要求和更高要求。其中的一般要求为高等学校非英语专业本科毕业生应达到的基本要求。较高要求和更高要求适用于对办学定位、类型和人才培养目标定位较高的学校。

《课程要求》提出构建大学英语课程体系。该课程体系既包括必修课程和选修课程,也涵盖不同课程类别:综合英语类、语言技能类、英语应用类、语言文化类和专业英语类。

《课程要求》提出一种综合教学模式,即基于计算机和课堂的英语教学模式;在充分利用现代信息技术的同时,继承和发扬传统课堂教学的优势。

“21世纪大学英语应用型”系列教材力求体现《课程要求》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》的各项指标。本系列教材为综合英语类的必修课程教材,教材包括:

- 《21世纪大学英语应用型综合教程》(1—4册);
 - 《21世纪大学英语应用型综合教程教学参考书》(1—4册);
 - 《21世纪大学英语应用型自主练习》(1—4册);
 - 《21世纪大学英语应用型视听说教程》(1—4册);
 - 《21世纪大学英语应用型视听说教程教学参考书》(1—4册);
 - 《21世纪大学英语应用型阅读教程》(1—4册);
 - 《21世纪大学新英语快速阅读》(1—6册);
- 以及相关配套的语法、写作、口语和大学英语四、六级考试辅导教材。

一、编写原则

1. 体现《课程要求》和四、六级考试大纲的原则和精神

本系列教材力求体现《课程要求》和《大学英语四/六级考试大纲》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》和《大学英语四/六级考试大纲》的各项指标,开拓新时代大学英语教与学的新领域。

2. 体现现代信息技术与英语教学的整合运用

本系列教材建立在外语课程与计算机网络全面整合的基础之上,充分利用现代信息技术,培养学生的英语综合应用能力,尤其是听说能力。

3. 体现课堂教学与测试的有机结合

本系列教材顺应现行大学英语四、六级考试及四、六级机考改革的要求,在纸质课本练习和网络平台的练习设计上,覆盖现行大学英语四、六级考试题型及四、六级机考题型,并紧密结合雅思、托福等国际化英语水平测试。

二、教材特色

1. 主题新颖,选材独特,抓取当代大学生的关注点,提升其学习语言的兴趣

兴趣是最好的老师,英语学习也是如此。本教材的单元主题是编写者通过调查问卷广泛征求学生的意见,并根据时代的发展需要而确定的,即从学生学习的视角出发,而不是编写者想当然地确定主题。因此单元内的主题和选材能够吸引学生极大的注意,并引发热烈讨论,使得课堂教学生动活泼。

例如,针对绝大部分学生四年的大学生活都会遇到的“Campus Love”这个热门而经典的话题,综合教程第1册的第2单元对此展开讨论。Text A “Can't Forget Your First Love”讲述初恋对一个人一生的影响,提醒大家珍惜和正确对待初恋。而Text B “College Dating Tips for Student Couples”集中讨论大学生应如何处理校园爱情和学习生活之间的关系。这样生动活泼又具有现实意义的话题还有很多,比如第1册第4单元“Education”讨论的是父母对孩子的教育方法,以及以热门人物“Tiger Mother”为例,探讨中西方父母对孩子的教育方式的不同;第7单元以美国当红歌星Lady Gaga的蹿红为线索,探讨“Pop Culture”;第8单元“Our Planet”则关注环境保护,并通过日本地震引发的“核泄漏”这个热门话题,讲述作为一个普通人该如何保护我们自己的家园;等等。

另外,本系列教材的《应用型视听说教程》的单元主题和《应用型综合教程》的单元主题保持同步,这样可以使学生从不同的视角和深度讨论同一个问题,并通过不同形式的音频、视频和纸质材料的阅读和学习,达到提高学生听、说、读、写、译各方面综合能力的目的。

2. 提供充分的语言输入和输出准备,启发学生通过储备知识导入新知识

文本的阅读和理解是文本与读者头脑中的图式相互作用的复杂过程。由学生已掌握的知识结构导入新的知识时,提供背景和挖掘学习者脑中储存的知识显得尤为重要。本系列教材在主题导入和练习设计上都充分体现了这点,使得学习成为一个由旧到新的延续过程。

在每单元的 Starter 部分,除了通过挖掘学生已有的与本主题相关的词汇外,还采用了学生最喜欢的视频形式导入主题。通过观看视频和完成相应的练习,学生对接下来要讨论的主题已有了充分的准备。在课后练习中需要学生语言输出时,如 Interaction 部分,教材不是只罗列要讨论的问题,还从学生已有的知识和课文内容出发,有步骤地引导学生集中讨论两三个问题。只有让学生变得“有话可讲”,他们才会愿意参与讨论。同样 Writing 部分,为了使学生不至于感到无从下笔,编者在练习中提供了相关的视频,以调动学生的积极性,使其导出已有的语言知识储备,从而顺利完成写作练习。

3. 练习设计强调对文本的理解和语言的实际应用

传统教材的练习设计过于注重课文词汇、短语及句型的反复训练。随着大学英语改革的深入,大学英语教学者和管理者都意识到,在加强词汇和句型学习的同时,更应该强调培养学生对文本整体意义的理解;在文本意义的理解中掌握词汇和句型,而不是孤立地学习。本系列教材中的应用型综合教程就体现了这个精神。练习设计时,除了 Language Focus 部分仍旧以词汇、句型训练为主外,更重点突出了 Text A 和 Text B 中的 Comprehension of the Text 部分。这部分不再仅仅提供对课文理解的几个问题,还设计了针对课文段落大意和具体信息的练习,以及对课文重点句子诠释后回答问题等题型。不仅如此,在其他练习形式中,如 Reading in Depth 部分,也包括学生掌握文意和重点词汇之后才能完成的练习。而 Interaction 和 Writing 部分更是对文本意义理解基础上的扩展。

为延展学生的语言输出和语言的实际应用,每单元还增加了一个独特的环节——Workshop。这部分强调在学完本单元的所有内容后,通过学生间的互动合作学习和学习方式的拓展,完成一个项目型的写作和总结。

另外,前文中提到的本系列教材力求体现《大学英语四/六级考试大纲》的原则和精神,在练习设计中也得到很好的体现。Text A 和 Text B 部分的练习题型充分满足学生准备四、六级考试的需求。如 Text A 中的 Reading in Depth, Translation; Text B 中的 Cloze; Part C 部分的 Video-based Writing,以及《应用型视听说教程》中按照四、六级考试题型设计的 Quiz 等都体现了这个编写原则。

4. 同一个单元的不同模块体现不同的难易程度,满足不同层次学生的需求

中国的地区差别和教育多样化导致即便是同一所学校,甚至同一个班级的学生水平都参差不齐。为解决教学上的不便,本系列教材在一个单元内选取的两篇课文或视听材料采取难度递增的模式。这点在《应用型视听说教程》中体现得尤其明显。在 Viewing, Listening and Speaking 部分,三段视频的难易程度逐步递增。这样既符合学生学习水平逐步提高的规律,也可供教师针对不同学生选取不同的教学内容。

三、数字化大学英语教学平台与课堂教学的相互补充,扩展英语教学的空間和时间

前文提到,《课程要求》提出一种综合教学模式,即基于计算机和课堂的英语教学模式。因此,复旦大学出版社和教材编写者在此系列纸质教材的基础上共同打造了这个大学英语教学数字化平台。该平台主要包括以下几个模块:

1. 自主学习模块

“21世纪大学英语应用型”系列所有纸质教材都将转化为电子材料放在教学平台上,供学生自主学习使用。不仅如此,平台上还有大量的扩展阅读和辅助学习资料,供学生拓展学习使用。《应用型视听说教程》在网络上为学生提供大量丰富的英语学习资源。除英语测试试题外,还包括视频欣赏、经典英语歌曲、影片片段等,供学生课外自主学习,真正做到英语学习的连续性。

2. 教学辅助模块

“21世纪大学英语应用型”系列的教学辅助课件,包括PPT、电子教案、教学观摩视频材料、其他教学资料等都将在平台上与教师共享。

3. 教学评价模块

本模块包含教学监督、教学测评、师生互动等。教师可根据需要从试题库中选择题目,组织一个单元、几个单元或某一教学阶段后的测试,或组织期末课程测试,还可以组题进行水平测试。就考试形式而言,教师可以在局域网上组织多个教师同步测试,或从试题库选择和整合试卷,提取录音、打印试卷之后,组织现场测试。

4. 网络管理模块

网络教学管理模块能为组织教学评估提供方便。详细的学习进程记录和作业/成绩记录使教师能够随时了解学生的自主学习情况。在网上可实施学生自我评估、学生间的评估、教师对学生的评估等。通过教学、管理与测试相结合,形成性评估和终结性评估相结合,教师能够全面、客观、准确地获取反馈信息,改进教学管理,学生也能及时调整学习策略,提高学习效率。

5. 教师之间、学生之间互动模块

使用“21世纪大学英语应用型”系列教材的教师可以在这个平台上相互交流教学经验和分享教学资源;全国的学生可以在这个平台上交友,分享学习经验。

本系列教材是在编写队伍长期教学经验积累的基础上编写而成的。编者分别来自复旦大学、北京师范大学、上海外国语大学、华中科技大学、大连外国语大学等知名学府。他们具备深厚的语言学、二语习得及外语教学理论功底,同时长期在大学英语教学一线工作,有着丰富的教学经历。历经几度寒暑,集全体编者智慧和心血的“21世纪大学英语应用型”系列教程已然问世。愿本系列教程能以其时代性、趣味性和实用性,为推动我国大学英语教改助一臂之力。

本系列教材编写组

使用说明

本书是《21 世纪大学英语应用型综合教程》的配套用书。

《自主练习》包括 8 个单元。每单元主要内容如下：

第一部分为 Vocabulary and Structure, 包括短语填空和段落填空, 后者与单元主题相关。

第二部分为 Translation, 包括英译汉(句子翻译)、汉译英(部分翻译)和汉译英(句子翻译)。

第三部分为 Reading Comprehension, 包括快速阅读理解(Fast Reading)、篇章层次词汇理解(Reading in Depth — Banked Cloze)、题型为多项选择题的阅读理解(Multiple Choice Questions)、雅思(IELTS)阅读理解、托福(TOEFL)阅读理解各一篇, 每种题型均与单元主题相关。

第四部分为 Writing, 为大学英语四级写作题型。要求学生以已经给出的中文提示为框架, 写一篇 120 字左右的短文, 与单元主题相关。

本书最后提供所有练习的参考答案, 供学生自学自查之用。

《自主练习》内容丰富, 练习多样, 设计灵活。教师可以根据本校的学生水平以及因材施教的原则, 有选择地使用这些练习, 从而为学生的个性化自主学习提供空间。

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Unit 1

Part One Vocabulary and Structure

A. Fill in the blanks with the expressions given in the box. Change the form when necessary.

aim at be stunned by in total pick on be accustomed to
in the event of be compelled to set off have a crush on strain to

1. I was embarrassed when she found out I _____ her.
2. These products, _____, account for about 80% of all our sales.
3. People around the world _____ the campus shooting that happened in Virginia Tech University.
4. When he was a kid, the older kids sometimes _____ him because he was disabled.
5. This passage _____ telling the readers that potato will be a potential solution to world hunger.
6. _____ rain, the match will be postponed.
7. Hearing the news, they immediately _____ for the railway station.
8. I _____ keep my voice from breaking and then told her that Grandma had gone to heaven.
9. Since the examination is around the corner, I _____ give up doing sports.
10. He _____ hearing noise, because he lives right in the center of the city for more than twenty years.

B. Read the following passage. For each numbered blank there are four choices marked A, B, C and D. Choose the best one.

Joplin James, a kindergarten teacher at Shelburne Community School, _____ 1 _____ his seat belt as the school bus moved slowly toward a dangerous curve where accidents frequently happened. Joplin, _____ 2 _____ with 60 energetic children, was _____ 3 _____ to get home from a week-long school camping



trip. But this section of roadway was notorious 4 accidents, and the teacher silently wished for everyone's safety.

As they came through the turn, he saw the accident. A woman had 5 her car into the rocks, the impact tossing her vehicle across two lanes of traffic and onto the median strip (高速公路隔离带). 6 pieces littered the road.

The bus braked hard to a stop and, without 7, Joplin leaped to the ground and ran to the car. "I thought the driver had passed 8," he recalls. "Her whole face was bloody, she was 9, and the roof was caved in. She had her seat belt on, but the way she hit..." He shakes his head. "The hardest part was the kids had to watch the 10 situation."

As he paused for a moment to 11 the damage, the inside of the car began to fill with 12. Joplin ran back to the bus and 13 a fire extinguisher. "By the time I got back, the engine was full of flames," he says. He emptied the extinguisher over the blaze 14 other people 15 the driver from the wreck.

"I questioned the choice to move her," he says. "But it was the 16 thing to do because the fire reignited (重新燃起) and totally consumed the car's interior."

Joplin is 17 comfortable hiking in the mountains of Vermont or reading various stories to his kindergartners than he is being called a hero. 18, by anyone's definition, that's 19 what he is. When another human being needed help, he acted without hesitation and put himself 20 risk.

"I'm not a hero," he protests firmly. "When I think of a hero, I think of that guy who stepped in front of the shooter when Arizona Congresswoman Gabby was shot in January. Now he's a hero!"

- | | | | |
|----------------------|----------------|------------------|----------------|
| 1. A. unfastened | B. tightened | C. applied | D. unsnapped |
| 2. A. along | B. already | C. alone | D. almost |
| 3. A. exhausted | B. depressed | C. curious | D. eager |
| 4. A. as | B. with | C. for | D. over |
| 5. A. raced | B. burst | C. crashed | D. broke |
| 6. A. Splashed | B. Scattered | C. Spattered | D. Scarified |
| 7. A. thinking | B. resting | C. helping | D. mentioning |
| 8. A. by | B. on | C. over | D. away |
| 9. A. uncontrollable | B. unconcerned | C. unconditional | D. unconscious |
| 10. A. thrilled | B. miserable | C. splendid | D. crucial |
| 11. A. assess | B. access | C. excess | D. asset |
| 12. A. mist | B. blood | C. smoke | D. gas |
| 13. A. caught | B. grabbed | C. acquired | D. captured |
| 14. A. as | B. because | C. though | D. even |
| 15. A. helped | B. spared | C. protected | D. pulled |
| 16. A. only | B. right | C. false | D. rough |
| 17. A. less | B. not | C. more | D. rather |

18. A. Thus B. But C. And D. Or
 19. A. precisely B. preciously C. efficiently D. effectively
 20. A. in B. to C. over D. at

Part Two Translation

A. Translate the following sentences into Chinese.

1. No one would expect a trivial thing could cause such a great **disturbance**.

2. Considering the economic depression, we cannot predict the future with **assurance**.

3. Both of his parents have to work and they can't **squeeze** time to take care of him.

4. After their shopping, the girls **met up with** their teacher in the street.

5. When I **tutored** the students, I found some mistakes in my teaching materials.

B. Complete the following sentences by translating the Chinese in brackets into English.

1. I knew _____ (我注定会成功), and I kept focused on that belief.
 2. _____ (他被迫接受一项工作) which is of no interest to himself.
 3. The young woman often liked to _____ (盯着她最喜欢的电影明星的照片看).
 4. _____ (司机仔细检查了发动机) for fear that it should go wrong on the way.
 5. Nowadays people _____ (习惯通过互联网查寻新信息).

C. Translate the following sentences into English, using the words or expressions given in brackets.

1. 上个月那场车祸使她受到致命的打击。(deadly)



2. 这项任务是经过全班同学的巨大努力才完成的。(accomplish)

3. 那次森林火灾之后,他需要做手术以减轻对皮肤造成的伤害。(surgery)

4. 他的母亲没有责骂他,反而安慰他。(comfort)

5. 即使惩罚更加严厉,他依然非常顽固。(stubborn)

Part Three Reading Comprehension

A. Fast Reading

Directions: Read the following passage and then answer the questions. For questions 1-7, choose the best answer from the four choices marked A, B, C and D. For questions 8-10, complete the sentences with the information given in the passage.

快速阅读自测表

阅读和练习建议用时

12 分钟

实际用时

正确答题数

Schoolteachers Take Charge of Field Trip

It was 6 a.m. on the March day of a field trip to the Tennessee Aquarium in Chattanooga. Fifth-grade teacher Amy King was busy laying out name tags for parents and packing away lunches. As the kids boarded the three charter buses (租赁的巴士) hired for the day, she made small talk with 75-year-old Gerald Bailey, the driver who would lead the caravan of kids from Bryan Elementary School

in Morris, Alabama. King's colleague, Sherry Ledlow, popped in a DVD of *Ever After* for the students, and the two settled into front seats for the three-hour ride. About an hour later, the teachers were chatting quietly when, out of nowhere, they felt the bus veer across the highway and slam into the guardrail (护栏). The children screamed.

King's first thought was about the kids: "I turned around and said, 'Guys, it's fine. Calm down.'"

Across the aisle, Ledlow did the same. "We were telling them that we were all right," she recalls. "But in my head, I was thinking, Man, we had a close call."

But when the two teachers turned to the driver, they saw him slumped in his seat. "He was being held in by his seat belt," says King, "but his head was just kind of hanging there."

Meanwhile, the bus rushed down the road at 70 miles an hour. King's and Ledlow's eyes met. Both teachers leaped to the driver's side and tried to rouse Bailey until an ominous hum (带着不好兆头的嗡嗡声) refocused their attention. The bus's wheels had hit the strip on the left, inches from the guardrail. They were going off the road.

King looked through the windshield: On the left, past the guardrail, was a steep embankment (路堤) with tall trees. On the right, a low, grassy ditch (沟渠). In a split second, she made her decision. Leaning over the driver, she put one hand on the wheel. "I had enough sense about me to think. Do it gently. Pull it gently," she says. "And I pulled the wheel back to the right."

The bus didn't react so moderately, however. It fishtailed, skidding across the highway and sending plumes of dust and tar into the air. Ledlow was thrown to the floor. King kept her balance, but the bus was beyond her control and was now tipped up on two wheels. "It was really scary," recalls Hunter Graves, 11, who was sitting in the back. He watched from a side window as the bus turned. "All kinds of crazy stuff was going on," he says.

In all the chaos, a voice in King's head told her, "You'd better find something to hang on to." She grabbed a pole as tightly as she could.

Just then the bus flipped over into the grassy ravine, hurling children out of their seats and down the aisle and sending King through the windshield. In the back, Hunter Graves hit the bathroom door, hard. "I think I blacked out," he says. The bus slid through the grass on its roof for several yards before finally coming to rest, and the frightened children began clawing their way out through the broken windows.

Phillip Chumley was one of the parents following behind who pulled over and rushed to the scene, where he and others were met by children running from the bus in tears.

Ledlow, pinned against the broken windshield, managed to crawl outside, where she saw a badly injured King. The first thing King asked was whether her students were okay.

Miraculously, none of the children were killed. Not only had King steered the bus toward a safer area, but her gentle right turn had scrubbed off some of the bus's speed, lessening the impact when it flipped. "She did an outstanding job," says Lt. Terry Windham, an Alabama highway trooper who was on the scene.

King was airlifted to the hospital, where doctors treated her for a broken hip, fractured ribs (肋



骨), a punctured lung, and a broken clavicle (锁骨). “I think I’m going to need a substitute teacher,” she said calmly to her husband when she came out of surgery.

Nineteen of the 44 students on the bus were sent to the hospital. For the most part, their injuries were minor, like Hunter Graves’s broken collarbone, but classmate Brittany Purvis broke her pelvis (骨盆). After surgery, she was able to enter middle school this fall.

“I was thrilled when I went to orientation and saw her there walking,” says King, her voice breaking a little. “Those kids will always be special to me.”

Just why driver Gerald Bailey passed out remains unknown, and while no one is eager to get on a charter bus soon, Hunter’s father, Steve Graves, says the accident “made the community better and stronger. Everyone really took care of each other.”

King returned to Bryan Elementary this past August to cheers and praise—although she seemed quite embarrassed by all the attention. “I don’t think I’m a hero,” she says, adding a lesson many a teacher has passed on to her students: “I just did the best I could.”

1. What happened around 7 o’clock on the March day morning?
 - A. King was preparing for her trip with the students.
 - B. Ledlow played a DVD, *Ever After*, for the students.
 - C. The students were getting on the buses.
 - D. The teachers found something wrong with the bus.
2. According to the passage, what did the teachers do at the beginning of the emergency?
 - A. They called the police close-by for help.
 - B. They told the students they were in danger.
 - C. They tried to rouse the driver.
 - D. They checked the bus’s wheels.
3. How did King react when they were going off the road?
 - A. She comforted her colleague and students with gentle words.
 - B. She decided to turn the bus to a low grassy ditch.
 - C. She pulled the wheel back to an embankment.
 - D. She pulled the bus gently with enough sense.
4. Which statement describes the situation correctly soon after King took charge of the bus?
 - A. The bus was beyond King’s control and the students were scared.
 - B. The children got out of their seats and tried to escape from the bus.
 - C. Ledlow fell down on the floor which frightened Hunter Graves.
 - D. A mystery voice helped King find a pole to hang on in the chaos.
5. None of the students were killed in the accident mainly because _____.
 - A. they clawed their way out through the broken windows
 - B. some parents following behind the bus came to help the children
 - C. Ledlow got outside and helped the badly injured King as well as the children
 - D. King drove the bus toward a safer area and slowed down the bus